Civil Rights Movement Layered Curriculum Agenda Mr. Boyle

American Studies I History – CP

Name Period\_\_\_\_\_\_\_\_\_\_\_\_\_

We will cover this decade using the “layered learning” process. There will be three sections to this unit. To get an “A,” all three sections must be completed, to get a “B” you must successfully complete levels one and two, and successfully completing level one will get you a “C”. This means that you must earn 95 points on the “C Level” before Monday, March 12, 2012 **before** moving to the “B Level,” and enough points on the “C” and “B” levels **before** moving on to the “A Level.” Be sure to follow the directions for each section. For the all of the activities in the “C Level,” an oral check will be required, meaning that you must answer questions about the work that you have done. This will be done to ensure “understanding” of the material. The last day to earn points for this unit will be **Wednesday, March 28, 2012**. On Tuesday, March 27, 2012, there will be a test on the Civil Rights Movement.

***“C Level”*** – You must earn 95 points to earn a “C” and move on to the “B Level” assignments. You must earn these 95 points by Monday, March 12, 2012 in order to move on to the “B Level” assignments. You MAY NOT move on to working on the “B Level” until you have earned 95 points.

1. Complete the Civil Rights Scavenger Hunt found at this link <http://bit.ly/xkWBmm>. The worksheet is available on the wiki. (20 points)
2. Read Chapter 28: *The Civil Rights Movement* (pages 930 – 959) in the text book and answer all of the section assessments (5 sections x 5 points for each section = 25 points)

Section 1 Section 2 Section 3 Section 4 Section 5

1. Create a series of flashcards based on the terms that follow (I may ask you up to 10 questions from these cards): “We Shall Overcome”; SNCC; Angela Davis; Black Power; James Earl Ray; Jimi Hendrix; Dick Gregory; Black Panthers; Cassius Clay; CORE; James Baldwin; Freedom Summer; Marcus Garvey; W.E.B. Du Bois; Booker T. Washington; Watts; “de jure” segregation; “de facto" segregation; Little Rock Nine; Montgomery Bus Boycott (20 points)
2. Watch the “I Have a Dream” speech at this YouTube address (<http://www.youtube.com/watch?v=PbUtL_0vAJk&feature=PlayList&p=64CCBB938D24BA18&index=3>) and answer the questions on the worksheet provided by Mr. Boyle (15 points)
3. Watch the “The Ballot or the Bullet” speech at this YouTube address (<http://www.youtube.com/watch?v=CRNciryImqg>) and answer the questions on the worksheet provided by Mr. Boyle (15 points)
4. Create a timeline (using timetoast.com or timerime.com) of the events of the Civil Rights movement in Selma, Alabama from 1963 through March, 1965. This should include pictures and/or video and text. When you have completed the timeline, copy the link and paste it into the Google form at this link: <http://bit.ly/zVr3Pt> (15 points)
5. On a map of the United States, draw the route of the Freedom Riders and indicate what kind of violence they faced at five (5) different points along the way. (10 points)
6. Find the lyrics or the music to the Civil Rights anthem “We Shall Overcome” and write one page as to why you think it symbolizes the Civil Rights Movement. (10 points)
7. Examine the picture at this website (<http://www.flickr.com/photos/31412556@N05/2988777931/>), determine what it is a picture of and what the movement means. (10 points)
8. List three things that the Civil Rights Act of 1964 did. (5 points)
9. List three things that the Voting Rights Act of 1965 did. (5 points)
10. Watch the video podcast entitled “1866: The Birth of Civil Rights” with Professor Eric Foner and answer the questions on the worksheet available from Mr. Boyle available on a CD from Mr. Boyle or through iTunes (go to iTunesU and search for “Gilder Lehrman Institute.” This segment is a little bit more than 4 minutes long). (5 points)
11. Listen to the podcast “No Vacancies” (the story of segregation on America’s highways) available at the following web site and make a list about the realities of life on the road as an African American. <http://backstoryradio.org/2009/05/no-vacancies/> or on a CD from Mr. Boyle. (Backstory with the American History Guys) (This segment is about six minutes long.) (5 points)

***“B Level”*** – You must earn 30 out a possible 60 points in order to move on to the “A Level” assignments. You MAY NOT move on to the “A Level” until you have earned 25 points.

1. Create a mobile with the Civil Rights views of four (4) of the following leaders: Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Martin Luther King, Jr., and Malcolm X. (15 points)
2. In a one – to two-page essay, explain which piece of legislation for the Civil Rights Movement of the 1960s was the more significant, the Civil Rights Act of 1964 or the Voting Rights Act of 1965. (10 points)
3. Write a Civil Rights Protest song of your own. (10 points)
4. Create a diorama of the Montgomery Bus that Rosa Parks rode on during her ride on December 1, 1955. (10 points)
5. Create a Facebook-style page for any of the five Civil Rights leaders mentioned in #1. (Note: You must choose the one leader that you did not use as part of your mobile.) (10 points)
6. Be able to explain why “de facto” segregation was so much more difficult to identify than “de jure” segregation. (5 points)

***“A Level”*** – You must answer one of these questions in order to earn an “A” for this unit on Civil Rights. Each answer must be in the form of a 2-3 page paper.

1. How might race relations in the United States today be different had Martin Luther King, Jr. not been assassinated? Can the same be said for Malcolm X? Why or why not?
2. Why have the years since the 1950s seen an increase in an African American middle class, increased political power, and declining rates of African American poverty?